**Day One**

**What makes a speech great**

**Materials**

Copies of all three speeches for each student.

Laptop and projector

**Introduction What is pubic speaking?**

1 Have students brainstorm to answer the above question

1. note reponses on the board

2. Ask what makes a speech interesting?

Notes reponses on board.

3 Have students vote for the top three responses.

Erase all other responses except those three

Explain that they are now going to listen to three speeches each student will be given a copy of each speech. On the written copy have them highlight or underline where the three responses that the group decided were important take place in each of the speechs

<http://www.youtube.com/watch?v=gdTpU5WZHHM> Show: “I have a dream”

speech

<http://www.youtube.com/watch?v=bpK2mUu271A> George Carlin “I am…”

<http://en.wikipedia.org/wiki/Gettysburg_Address>

Have the students discuss their answers giving reasons for their choices.

Was the George Carlin speech hard to identify the three important items of a great speech?

**Day Two**

**Voice Production Introduction lesson Plan**

**Materials**

Pictures of body parts used in vocal production

Lap top and projector

Sheets with tongue twisters (one for each student)

Vocabulary words on the board

**Key Vocabulary**

**Audible** is to be able to be heard

**Circumflex** is a combination of rising and falling pitch used for doubt, sarcasm or innuendo.

**Diaphragm** -the flat muscle below the rib cage that separates the chest from the abdominal l cavity

**Larynx** found in the pharynx where vocal cords are located

**Pitch** relative highness or lowness of the voice

**Rate** the speed at which the words are said

**Volume** how loud or soft you are speaking

**Inflection** the rising and falling of the pitch

**Articulation** turning sound into words with meaning

**Project** to send you voice out to the farthest audience member

**Resonance** a rich warm sound quality

**Procedure**

1.Why do we need to discuss the voice and its production when studying Pubic Speaking?

Discuss as a group

2. What do we mean by “vocal health”

a. list some do’s and don’ts for keeping your voice healthy

b. brainstorm some consequences of abusing your voice.

3. Using diagrams discuss how the voice works and how we speak.

Diaphgram- larynx –articulators

Why is our breathing important when speaking in public?

4. Do breathing exercises:

Hsssssing / hahaha/counting

5 Hand out sheet of tongue twisters randomly have students try them.

Explain how we get lazy in our enunciation and we become hard to understand.

**Day Three**

**Getting Started: Why Are You Speaking?**

A. Daily Objectives

1. Concept Objective(s)

a. Develop an awareness of components of speaking to a variety of

purposes and audiences.

2 Skill Objective(s)

a. Determine appropriate purpose statements for specific topics.

**Materials**

1. Pen and paper for note taking

2. Appendix A: Brainstorming Exercise (one copy per student)

3. Appendix B: Purpose Statement Exercise (one copy per student)

4. Appendix C: Purpose Statement Exercise Solution Key

**Key Vocabulary**

Purpose Statement – a concise statement which conveys your purpose for

speaking, i.e. what do you wish to accomplish through your speech

Public Speaking – a speech that usually involves one person standing before an

audience with the purpose of persuading, informing, or entertaining

Brainstorm – the gathering of ideas\* (\*goal is to generate lots of ideas without

attacking or judging them)

**Procedures**

1. Write Key Vocabulary words, from Lesson One, section C., on the board without

definitions. Have students copy these and write what they think each term

means. Have students share their ideas.

2. Share actual definitions of Lesson One Key Vocabulary on board.

3. Discuss questions to consider when determining your purpose statement:

a. What do you want your audience to know?

b. What do you want your audience to feel?

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c. What do you want your audience to do?

5. Most reasons for speaking fall into three categories: to persuade, to inform (or teach), or to entertain. An example of a purpose statement for a speech on the importance of good study habits given to middle school students would be: I want my audience to understand the characteristics of good study habits and to

take action by incorporating good study habit skills into their daily study.

Discuss brainstorming as a good way to start generating ideas for speaking on a given topic.

6. Distribute copies of Appendix A. Have students complete in groups of two. (Give a 10 minute time limit for completing this task.)

7. Come back together and discuss student responses on Appendix A. Emphasize that the lists students generated during brainstorm should make sense for their specific purpose; therefore, some topics on a student’s list might need to be revised or omitted.

8. Distribute copies of Appendix B for students to complete.

E. *Assessment/Evaluation*

1. Collect Appendix A for the purpose of reviewing specific purpose to determine understanding.

2. Check Appendix B for accuracy using solution key (Appendix C).

**Day Four**

**Overcoming Stage Fright**

Daily Objectives

1. Concept Objective(s)

a. Develop an awareness of components of speaking to a variety of

purposes and audiences.

2. Lesson Content

a. Determining what causes stage fright and how to combat the fear of

speaking in public. (not from Core Knowledge)

3. Skill Objective(s)

a. Identify specific fears associated with speaking and enact methods to

combat stage fright.

b. Identify feelings associated with a positive speaking experience.

**Materials**

1. Pen and paper for note taking

2. Appendix D: Sources of Fear (transparency)

3. Appendix E: Methods For Overcoming Fear (transparency)

4. Appendix F: You Are What You Think (one copy per student)

5. Appendix G: Visualization Method Exercise (one teacher copy)

**Procedures/Activities**

1. Display Appendix D on the overhead. Discuss Appendix D then ask students for additional sources of fear/anxiety they have experienced in the past.

2. Display Appendix E on the overhead. Discuss how each method for overcoming fear can reduce anxiety when speaking in public.

3. Distribute Appendix F. Give students about 10 minutes to complete. Discuss how doing this exercise can help ease anxiety by helping to identify what causes

an individual fear and by helping put that fear in realistic proportions. Have

students share their thoughts on this exercise.

4. Prep students for Appendix G. For this exercise, the key is a relaxed and quiet atmosphere. Lead Visualization Method Exercise.

Eighth Grade,5. Have students, one by one, stand at their seats and share how they felt at the end of the visualization exercise as well as one method they learned to help combat fear.

**Assessment/Evaluation**

Give participation credit for student responses

.

**Day Five**

**Introductions and Conclusions**

**Daily Objectives**

1. Concept Objective(s)

a. Develop an awareness of components of speaking to a variety of

purposes and audiences..

2. Lesson Content

a. Determining effective introduction and conclusion techniques. (not from

*Core Knowledge Sequence*)

3. Skill Objective(s)

a. Plan, draft, revise, proofread, and edit written communications.

**Materials**

1. Pen and paper for notes

2. Appendix J: The Introduction and Conclusion (transparency)

**Key Vocabulary**

Closure – an act of closing

Emphasize – to stress or highlight

Spur – to prompt or urge

**Procedures/Activities**

1. Display Appendix J on the overhead. Discuss the components of effective introductions and conclusions.

**Assessment/Evaluation**

1. Ask comprehension questions such as the following:

a. Name two strategies for opening a speech.

b. What is one of the goals for using an introduction?

c. What is the purpose of the conclusion in a speech?

d. Name two strategies for concluding a speech.

**Day Six**

**Outlining Your Speech**

**Daily Objectives**

1. Concept Objective(s)

a. Demonstrate competence in applying public speaking skills through a

well organized and well-supported oral presentation.

2. Lesson Content

a. Writing and Research

3. Skill Objective(s)

a. Organize written and oral presentations using strategies such as lists and outlining.

b. Plan, draft, revise, proofread, and edit written communications

**Materials**

1. Pen and paper for notes and end of class assessment

2. Appendix K: Using an Outline (transparency)

**Procedures/Activities**

1. Display Appendix K on the overhead. Discuss the importance of using an outline to format and organize a speech. Review outline format rules.

2. Have students complete class assignment at end of Appendix K.

**Assessment/Evaluation**

1. Assess class assignment. Check to see students included the following:

a. Title

b. Main topics numbered with a Roman numeral

c. Subtopics included using the proper format (capital letter followed by a

period )

d. Details included using the proper format (cardinal number followed by a period)

**Day Seven**

**The Art of Persuasion**

**Daily Objectives**

1. Concept Objective(s)

a. Demonstrate the ability to express and defend a point of view in an

articulate manner orally and in writing.

b. Understand the power of language to persuade, or give charge to, a

whole group or society.

2. Lesson Content

a. Speaking and listening (p. 181)

3. Skill Objective(s)

a. Recognize, express, and defend point of view in an articulate manner

orally and in writing.

**Materials**

1. Pen and paper for notes

2. Appendix O: Five Steps to Persuasion (transparency)

3. Appendix P: Sales Pitch Activity (one teacher copy)

4. Various items for Appendix P activity such as sunglasses, stapler, slinky, tape measure, etc.

5. Large bag or box for Appendix P items

**Key Vocabulary**

Persuade – to move by argument to a belief, position, or course of action

Dispel – to dismiss, allow to go

**Procedures/Activities**

1. Introduce Lesson Eight vocabulary on the board. Have students copy these terms and write what they think each term means. Share actual definitions.

2. Display Appendix O on the overhead. Discuss the five steps to persuasion as well as the importance of using supporting statements to clinch an argument.

3. Introduce Appendix P. Have students, one at a time,draw an item from the bag/box. Give students approximately five minutes to develop “sales pitch” for their item. Students will take turns presenting their sales pitch to the class.

**Assessment/Evaluation**

1. Have students answer comprehension questions such as the following:

a. Name three things you should *do* when trying to persuade an audience.

b. Name three things you should *not do* when trying to persuade an audience.

c. How did the Sales Pitch Activity encourage the use of the five steps of

persuasion?

**Day Eight**

**The Power of Language to make Change**

**Daily Objectives**

1. Concept Objective(s)

a. Understand the power of language to persuade, or give a charge to, a

whole group or society.

2. Skill Objective(s)

a. Investigate the style, verbiage, and presentation of King’s speech to

determine the source of eloquence and strength.

b. List reasons why Martin Luther King’s “I Have a Dream” speech is so

powerful.

c. Evaluate presentation skills demonstrated by Mr. King

**Materials**

1. Pen and paper for all students

2. Video of “I Have a Dream” speech presentation on August 28, 1963

3. *Realms of Gold*, vol. 3, for all students

**Key Vocabulary**

Languishing – to exist in miserable conditions

Unalienable – not to be given or taken away

Gradualism – advancement towards a goal in slow stages

Militancy – fight or warring, combative character

Inextricably – so entangled as to make escape impossible

Degenerate – decline or worsen

**Procedures/Activities**

1 Replay the “I Have a Dream “ speech.

2. Discuss key vocabulary words in the context of the speech.

3. Discuss King’s talent with voice inflection and presentation style. Ask how his.

use of repetition supports his speech.

4. Have students assemble into groups of three or four. Each group will read the

speech and make a list of ways King made his speech powerful.

5. Share the group lists with the class. Review passages together, explaining style

points along the way. Collect group lists.

**Assessment/Evaluation**

1. Give participation credit for group work. Students will earn credit for their

contribution to the group list. Use this evaluation to check understanding of

speech analysis.

**Days 9-12**

**CULMINATING ACTIVITY**

The Culminating Activity includes the following skill objectives:

1. Incorporate source material into speaking and writing.

2. Write and speak for audiences such as peers, teachers, and the community.

3. Recognize, express, and defend point of view orally and in writing.

4. Locate and select relevant information to be used in supporting point of view.

5. Give credit for borrowed information in a bibliography.

**Procedure/Activity**

A. Persuasive Speech Project: Students will be given the opportunity to develop a persuasive

speech using concepts and skills covered during the unit. The speech must include a

minimum of three pieces of data used as support for the presented argument and a

bibliography for citing sources. Students will dress professionally for the presentation.

Students may choose one of the following topics on which to base their speech:

1. You want to change a government law (local or national) and are addressing

lawmakers on the necessity of a current law modification or elimination.

2. You want to change a perceived injustice in your community, state, or country

and are speaking to the people of your town to rally support for your cause.

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3. You want to change a school rule or classroom procedure and are speaking to

your school’s administration or classroom teacher.

The topics are general in order to allow for student creativity; however, once a student

decides on a specific topic, it must be approved by the teacher. Use Appendix Q to

assess presentation.

**VII. HANDOUTS/WORKSHEETS**

A. Appendix A: Brainstorming Exercise

B. Appendix B: Purpose Statement Exercise

C. Appendix C: Purpose Statement Exercise Solution Key

D. Appendix D: Sources of Fear

E. Appendix E: Methods for Overcoming Fear

F. Appendix F: You Are What You Think

G. Appendix G: Visualization Method Exercise

H. Appendix H: Adding Data to Your Speech

I. Appendix I: Finding Sources

J. Appendix J: The Introduction and Conclusion

K. Appendix K: Using an Outline

L. Appendix L: Using Note Cards

M. Appendix M: Presentation Skills

N. Appendix N: Body Language Exercise

O. Appendix O: Five Steps to Persuasion

P. Appendix P: Sales Pitch Activity

Q. Appendix Q: Persuasive Speech Project Evaluation Sheet

|  |  |
| --- | --- |
| **Common Core Standards**   * [CCSS.ELA-Literacy.SL.7.3](http://www.corestandards.org/ELA-Literacy/SL/7/3/) Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. * [CCSS.ELA-Literacy.SL.7.4](http://www.corestandards.org/ELA-Literacy/SL/7/4/) Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. * [CCSS.ELA-Literacy.SL.7.5](http://www.corestandards.org/ELA-Literacy/SL/7/5/) Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. * [CCSS.ELA-Literacy.SL.7.6](http://www.corestandards.org/ELA-Literacy/SL/7/6/) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 [here](http://www.corestandards.org/ELA-Literacy/L/7) for specific expectations.) | **Students will know and be able to:**  Listen to a speaker and identify and evaluate the validity of the message being presented  Present a persuasive speech using facts, and evidence gleaned from research.  Do a presentation using eye contact, appropriate volume, incorporating multimedia to make important points clearer for the audiences. |

**Appendix A**

**Brainstorming Exercise**

Suppose you’re speaking to a small group of students from Florida who plan on visiting North Carolina over Winter Break. Your responsibility is to tell them how to prepare for this trip.

What might your specific purpose be for this speech? (remember the three essential

questions to keep in mind: What do you want your audience to know, what do you

want your audience to feel, and what do you want your audience to do?)

Now brainstorm a list of all the things you would want to include in your speech

(remember this is a **preliminary** list if ideas, so write down **anything** and

**everything** that comes to mind!)

**Appendix B**

**Purpose Statement Exercise**

Write your specific purpose in each situation.

* 1. You’re speaking to middle school students about the hazards of smoking.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. You’re speaking to neighborhood residents about the importance of recycling newspapers.

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3. You’re speaking to corporate executives about fundraising for a little boy who was tragically

burned in a house fire.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. You’re speaking to a group of athletes on the value of a healthy diet.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. You’re speaking to your school’s principal about the advantages of purchasing more

recreation equipment for outside play.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix C**

**Purpose Statement Exercise Solution Key**

1. I want my audience to be aware of the hazards of smoking and to take action

by stopping smoking.

2. I want my audience to understand reasons for recycling newspapers and to

take action by personally recycling.

3. I want my audience to feel compassion for the little boy and take action by

giving money to the cause.

4. I want my audience to understand the value of a healthy diet and take action

by changing bad eating habits.

5. I want my audience to understand the need for more outside playground

equipment and take action by purchasing additional equipment.

**Appendix D**

**Sources of Fear**

I. Sources of fear

A. Looking foolish

B. Being stared at

C. Fear of the unknown

D. Negative past experiences

**Appendix E**

**Methods for overcoming fear**

A. Preparation

1. Begin gathering information as soon as you know your presentation date.

B. Practice

1. Practice your presentation out loud in front of a mirror or mock audience.

C.Visualization

1. Close your eyes and “see” yourself in front of an audience.

2. Mentally go through each step of the presentation from beginning to end.

D. Acceptance

1. Some degree of anxiety is necessary to give a good presentation.

**Appendix F**

**You Are What You Think**

Typically, we get what we expect in this life. Therefore, if we get a picture of ourselves clearly placed in our mind, we will act accordingly to make that picture come true.

Complete the following questions. Be as specific and detailed as possible to get a complete picture of exactly what you fear and how to address those fears.

The worst things that could happen to me when giving my speech are:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If these things were to happen, how would I feel? (What do I fear about each scenario?)

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What specific steps can I take to address these fears?

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix G**

**Visualization Method Exercise**

Adapted from Templeton, M. and FitzGerald, S. Great Presentation Skills. New York, NY:

McGraw-Hill Companies, Inc., 1999. ISBN 0-07-022061-1

Close your eyes and see yourself on the day of your presentation. You look relaxed and peaceful. You’re wearing clean, neat, attractive clothes. You know you look great!

See yourself walking into the room where you’re speaking. The audience is smiling at you and

eager to hear what you have to say. As you walk to the front of the room, you feel confident and

enthusiastic. As you turn to face the group, you take a deep breath, exhale, and begin your

introduction. The audience is listening attentively and looking at you with friendly eyes.

As you move through the main points of your presentation, your confidence soars. You know

your voice is strong, your gestures are comfortable and natural, and the audience is nodding in

agreement. Standing in front of the audience feels comfortable and natural. *You* are the person

the audience wants to hear. As the speech comes to a close, the audience applauds for you. As

you listen to the applause, you know your speech was successful. You were confident,

knowledgeable, and professional. You feel a rush of excitement and adrenalin.

Slowly open your eyes and quietly let yourself feel the joy of a successful experience.

**Appendix H**

**Adding Data to Your Speech**

I. Why Use Data?

A. Adds to your credibility

1. Must be accurate and relevant

II. Sources of Data

A. Library

B. The Internet

1. Search engines

a) Yahoo (www.yahoo.com)

b) Lycos (www.lycos.com)

c) Google ([www.google.com](http://www.google.com))

d) Firefox ([www.firefox.com](http://www.firefox.com))

B. Interviews

C. Your own experiences

III. Types of Data

A. Examples, Stories, and Quotes

1. Explain or clarify a point

2. Adds interest

B. Statistics and Facts

1. Clarify and support your argument

2. Important to always cite the source

**Appendix I**

**Finding Sources**

Find the following information:

1. Who is the current governor of Texas?

2. Who holds the record for most rushing yards in the NFL?

3. Who was the 11th president of the United States?

4. Where are the Himalayan Mountains located?

5. What year was the movie *The Wizard of Oz* released?

6. What is the world’s tallest building?

7. Who is the current leader of Italy?

8. What is the world’s largest country in terms of population?

9. What year did Vincent Van Gogh paint *The Starry Night?*

10. In what year was the first automobile introduced?

**Appendix J**

**The Introduction and Conclusion**

I. The Introduction

A. Capture the attention of your

audience (“hook” audience into

paying attention)

B. Prepare audience for the

message of your speech

II. Ways to open a speech

A. Ask a question

B. Tell a startling statistic

C. Use Humor

D. Make a historical reference

E. Give a quote

III. The Conclusion

A. Provides closure (audience knows you are finished)

1. Final opportunity to summarize main points

C. Spur your audience into action (for a Persuasive Speech)

IV. Ways to conclude a speech

1. A. Summarize main points
2. B. Refer back to something you
3. said in the introduction
4. C. Answer the question you asked
5. in your introduction

H Use a quote

**Appendix K**

**Using an Outline**

**Outlining** is a good way to organize your thoughts and information before giving a

speech.

Outlines divide the subject into several parts:

**Title:** The title tells what the outline is about.

**Main Topic:** Each main topic tells a very important idea. It is numbered with

a Roman numeral and a period.

**Subtopic:** Each subtopic gives some information about the main topic. A

capital letter followed by a period is used for each.

**Details:** Details give extra information relating to the topic. Cardinal numbers

followed by a period are used. If more information is needed, lower case letters

followed by a period are used.

Example Outline:

**Learning To Swim**

I. Reasons for learning

A. Enjoyment

1. In warm weather

2. All year

B. Team sport

C. Survival

1. My own

2. Helping Others

a. Employment as life guard

II. Where to get lessons

A. Swim club

B. Sports Center

C. School

E. Neighborhood pool

**Helpful hints:**

• List ideas separately to keep your points clear.

• Use between 2 to 5 main points when giving a speech

• Include specific purpose so you can refer back to it (stay focused)

• Include introduction and conclusion

**Class Assignment:**

**Pretend you are going to give a speech about**

**learning to do something. Write an outline**

**for that speech on your own paper.**

(Remember to include 2-5 main points with adequate supporting details!)

**Appendix L**

**Using Note Cards**

I. Why use note cards?

A. Keep you focused on your topic

B. Get you back on track if you “go blank”

C. Provide a security blanket and give added confidence to a nervous speaker

II. Preparing your notes

A. Use key words and phrases- not complete sentences

1. Exceptions: quotes, statistics, etc.

B. Use one side only

C. Number your note cards

D. Use as few cards as possible

III. Using Cards during the Presentation

A. Carry in one hand

B. When possible, use a podium or side table to place your cards

C. Look at your audience, not your notes

D. Be very familiar with notes, but don’t memorize

E. Set note cards off to the side when you finish the information on the card

**Appendix M**

**Presentation Skills**

I. Voice

A. Speak audibly and vary volume

B. Speak with expression

1. Avoid a monotonous tone

C. Control the pacing

D. Enunciate

II. Body Language

A. Stand straight and tall

B. Gestures and hand movements

1. Avoid nervous gestures

III. Eye Contact

A. Look at the audience

1. Glance at your note cards then look back at your listeners

B. Focus on spot at back of room

1. Technique to help calm

Nervousness

IV. Facial Expressions

A. Adds meaning to words

B. Smile

1. Helps put you and your audience at ease

**Appendix N**

**Body Language Exercise**

For this activity, you will work with a partner. Read the following statements.

Think of how you would interpret the statements with gestures. Take turns with your partner. Compare your interpretations. Be prepared to share your interpretations with the class.

1. I’ve told you before. I will not baby-sit for Mike again!

2. Look out! There’s a car on your right!

3. Stand back until I open the door.

4. Why should I listen to your advice?

5. It’s okay to go inside. Follow me.

6. This part is scary! I’m afraid to look.

7. Oh, no! We missed our flight.

8. I’ve learned my lesson. I won’t do *that* again!

9. Come over here. I want to tell you something.

10. It took me a lifetime to get here! Traffic was horrible.

**Appendix O**

**Five Steps to Persuasion**

**Persuasive Speaking**

Goal: to convince your audience that your ideas are important and should be considered and evaluated carefully.

I. Five Steps to Persuasion

A. Get the audience’s attention

B. Define the problem

C. Explain solutions

D. State benefits of solutions

E. State the specific action you want the audience to take

***Your speech should contain supporting***

***evidence to back up your argument!!!***

**Ex.** You want to give a speech to the school administration about holding an annual dance for middle school students.

**Specific Purpose**: I want my audience to take action by allowing an annual dance for the middle school students.

Supporting Statements:

Students will act responsibly

Students will decorate, serve refreshments, provide music, and clean-up after the dance

Students will launch an approved fundraiser to cover the cost of the dance

***Think of what arguments your audience might have and present information to dispel their objections***

**Appendix P**

**Sales Pitch Activity**

**Objective:** To practice using persuasive techniques.

**Method:** The teacher brings a bag or box of assorted odd items. The

students reach into the bag/box and draw out an item without looking. Each

speaker has a designated time limit (say 5 minutes) to develop a one minute

“sales pitch” for their item. The intended use for each item *cannot* be used;

however, new uses, statistics, and history can be fabricated.

**Assessment:** Keep in mind the five steps of persuasion as you watch each

student’s sales pitch. Did the student capture the audience’s attention, state

specific reasons why the audience “needs” the item, and conclude their pitch by encouraging the audience to take some sort of action?

Appendix Q

Persuasive Speech Project Evaluation Sheet

SCALE:

4- Excellent (Exceeds expectations of assigned tasks)

3- Very Good (Meets task requirements with few errors)

2- Average (Meets task requirements)

1- Needs Improvement (Assignment complete with excessive errors)

RATING (speaking skills)

\_\_\_\_\_\_\_\_ 1. Has good opening statement (captures the audience’s

attention)

\_\_\_\_\_\_\_\_ 2. Makes appropriate eye contact

\_\_\_\_\_\_\_\_ 3. Speaks clearly

\_\_\_\_\_\_\_\_ 4. Uses good rate of speed

\_\_\_\_\_\_\_\_ 5. Speaks with expression

\_\_\_\_\_\_\_\_ 6. Appears comfortable/natural

\_\_\_\_\_\_\_\_ 7. Uses appropriate facial expressions

\_\_\_\_\_\_\_\_ 8. Uses appropriate body language

\_\_\_\_\_\_\_\_ 9. Message supports purpose statement and flows logically

\_\_\_\_\_\_\_\_ 10. Appears connected to listeners (use of notes does not

distract from speech)

RATING (organization skills)

\_\_\_\_\_\_\_\_ 1. Has appropriate purpose statement

\_\_\_\_\_\_\_\_ 2. Uses 3 pieces of relevant data to support argument

\_\_\_\_\_\_\_\_ 3. Has speech outline completed

\_\_\_\_\_\_\_\_ 4. Correctly cites source information in a bibliography

OVERALL RATING

\_\_\_\_\_\_\_\_

COMMENTS:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_